

#### WEBINAR #2: INTRODUCTION TO RACE TO THE TOP SELECTION CRITERIA

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#### Questions during the live Webinar?

- Please write down your questions during the live presentation. At the conclusion, there will be question and answer period.
- You will be able to submit your questions in the chat box that will appear. Your name will appear with your question. Questions will not be included in the Webinar when it is posted on our website.

# Background Information on Race to the Top

 Background information on Race to the Top (RTTT) can be accessed at the Iowa Department of Education's website at www.iowa.gov/educate/.

#### Goals of this Webinar

- Explain the criteria that reviewers will use to evaluate RTTT applications
- Provide an overview of the broad work that districts will need to engage in to be eligible to receive funding through RTTT
- Clarify what signatures are needed in the Memorandum of Understanding (MOU) submitted by school districts and which ones are optional

# Iowa's Developing Vision for Approaching Race to the Top

- Support implementation of the Iowa Core
- Develop tools and capacity to create engaging and robust learning environments
- Deepen lowa's programming in the four areas of reform prioritized within Race to the Top

#### Race to the Top's Overarching Goals

- Driving substantial gains in student achievement
- Improving high school graduation and college enrollment
- Narrowing achievement gaps

#### Selection Criteria Details

 Selection criteria details can be found on pages 18-50 of the application.

http://www.ed.gov/programs/racetothetop/index.html

#### Selection Criteria

- State Success Factors—125 points
- Standards and Assessments—70 points
- Data Systems to Support Instruction—47 points
- Great Teachers and Leaders—138 points
- Turning Around the Lowest-Achieving Schools—
   50 points
- General—55 points
- Emphasis on STEM—15 points

### Selection Criteria Details: State Success Factors

- 1. Articulating lowa's education reform agenda and school districts' participation in it
- 2. Building strong statewide capacity to implement, scale up, and sustain proposed plans
- 3. Demonstrating significant progress in raising achievement and closing gaps

- Participation is voluntary
- However, a district must agree to take part in all or a significant portion of a state's Race to the Top plan in order to receive funds
- Districts indicate agreement to participate by having the school board president sign a Memorandum of Understanding (MOU) with the state

- Having signed MOUs is the main mechanism for demonstrating district commitment to a state's application.
- The strongest applications will have signatures on the MOUs from district superintendents, school board presidents, and teachers' association presidents.

- As soon as requirements are determined, districts will be advised how to sign onto the Race to the Top application
- This will be no later than January 4
- Districts must sign on no later than January 14
- School boards and teachers' associations may wish to plan for special sessions to consider the MOU between January 4 and January 13

- The U.S. Department of Education provided a sample MOU on pages 65-70 of the application. <a href="http://www.ed.gov/programs/racetothetop/index.html">http://www.ed.gov/programs/racetothetop/index.html</a>
- We will build from that sample.
- The sample includes the MOU and a Scope of Work.

## Selection Criteria Details: Standards and Assessments

- 1. Developing and adopting common standards in English language arts and mathematics
- Developing and implementing common, highquality assessments
- 3. Supporting transition to enhanced standards and high-quality assessments

# Selection Criteria Details: (B)(1) Common Standards (State)

- Iowa is a part of the Common Core Standards effort, along with 48 other states
- When Iowa adopts Common Core standards in English language arts and mathematics, the state will align them to the Iowa Core
- This sub-section will require work at the statelevel; districts will not be required to do extra work for this sub-section

# Selection Criteria Details: (B)(2) Common Assessments (State)

- Iowa will join a consortium of states to develop new assessment tools.
- This sub-section will require work at the state-level; districts will not be required to do extra work for this sub-section

## Selection Criteria Details: (B)(3) Transition to enhanced standards and assessments (State and Districts)

 Iowa, in collaboration with school districts, will continue to implement the Iowa Core. The Iowa Core supports a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by high school graduation and assessments tied to these standards.

## Selection Criteria Details: (B)(3) Transition to enhanced standards and assessments (State and Districts)

- The rollout of the Iowa Core essential concepts and skills will be implemented in cooperation with State's institutions of higher education and AEAs
- The plan will greatly enhance the work Iowa is doing to develop, acquire, disseminate, and implement high quality instructional materials, assessments, and professional development for the Iowa Core

## Selection Criteria Details: (B)(3) Transition to enhanced standards and assessments (State and Districts)

 Together, we will continue to engage in strategies that translate the lowa Core and information from the assessments into complex and relevant learning experiences for all students

### Sample Scope of Work

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
B. Standards and Assessments		
(B)(3) Supporting the transition		
to enhanced standards and high-		
quality assessments		

### Sample Scope of Work

By January 4, we will determine:

- 1. Whether this portion of the application will be required or optional,
- 2. What it might mean that districts will need to do beyond implementing the Iowa Core (if anything), and
- 3. What it might require by way of paperwork for reporting on this section.

# Selection Criteria Details: (C) Data Systems to Support Instruction

- Fully implementing a statewide longitudinal data system
- 2. Accessing and using state data
- 3. Using data to improve instruction

## Selection Criteria Details: (C)(1) Fully implementing a statewide longitudinal data system (State)

 The extent to which the state has a statewide longitudinal data system that includes all of the America COMPETES Act elements

# Selection Criteria Details: (C)(2) Accessing and using state data (State)

 State has a plan to ensure that data from the state's statewide longitudinal system are accessible to, and used to inform and engage, as appropriate, key stakeholders

## Selection Criteria Details: (C)(2) Accessing and using state data (State)

 The data support decision makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.

# Selection Criteria Details: (C)(3) Using data to improve instruction (State and Districts)

- i. Use of local instructional improvement systems
  - Information and resources needed to inform and improve instruction, decision-making, and overall effectiveness

# Selection Criteria Details: (C)(3) Using data to improve instruction (State and Districts)

ii. Professional development on use of instructional improvement systems

(Instructional improvement systems: technology based tools and other strategies that provide teachers and principals with meaningful support and actionable data to systemically improve manage continuous instructional improvement)

# Selection Criteria Details: (C)(3) Using data to improve instruction (State and Districts)

iii. Availability and accessibility of data to researchers

### Sample Preliminary Scope of Work

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)	
C. Data Systems to Support Instruction			
(C)(3) Using data to improve instruction:			
(i) Use of local instructional			
improvement systems			
(ii) Professional development on			
use of data			
(iii) Availability and accessibility of			
data to researchers			

- (D)(1) Providing alternative pathways for aspiring teachers and principals (State and IHEs)
  - State allows alternative routes to certification
  - Alternate routes are in place and of high quality
  - Process for monitoring and filling teacher and principal shortage areas

- (D)(2) Differentiating teacher and principal effectiveness based on performance (State and Districts)
  - i. Establish clear approaches to measuring student growth
    - Student growth is defined as the change in student achievement for an individual student between two or more points in time.

- Student achievement means a student's scores on lowa's assessment under ESEA; and as appropriate, other measures of student learning. Other measures can be determined at the local level.
- Multiple artifacts can be used to demonstrate teacher effectiveness.

(D)(2) Differentiating teacher and principal effectiveness based on performance

- Iowa must submit a plan to accomplish this over four years.
- Incorporate multiple, high quality artifacts.
- Additional training for evaluations.

- (D)(2) Differentiating teacher and principal effectiveness based on performance
- ii. Design and implement evaluation systems
- Differentiate effectiveness using multiple rating categories that take into account data on student growth as a significant factor, and are designed with and developed with principal and teacher involvement

(D)(2) Differentiating teacher and principal effectiveness based on performance

iii Conduct annual evaluations

- Build on the current evaluation system lowa already has in place
- Include timely and constructive feedback through observations, and feedback and data from Iowa's professional development model, etc.

- (D)(2) Differentiating teacher and principal effectiveness based on performance
- Provide teachers and principals with data on student growth for individual students, classes, and schools

- (D)(2) Differentiating teacher and principal effectiveness based on performance (Districts)
  - iv. (a) Use evaluations to inform professional development, provide relevant coaching, and identify supports for growth through induction or intensive assistance

- (D)(2) Differentiating teacher and principal effectiveness based on performance (Districts)
- v. (b) Use evaluations to inform compensation, promotion, and retention
  - State policy allows this. Begin to implement more pilots. Iowa has four years to implement.

(continued)

- (D)(2) Differentiating teacher and principal effectiveness based on performance (Districts)
  - iv. (c) Use evaluations to inform tenure and/or full certification
  - iv. (d) Use evaluations to inform removal

- (D)(3) Ensuring equitable distribution of effective teachers and principals
  - (i) High-poverty and/or high-minority schools
  - (ii) Hard-to-staff subjects and specialty areas

(D)(4) Reporting the effectiveness of teacher and principal preparation programs (State)

- (D)(5) Providing effective support to teachers and principals (State and Districts)
  - (i) Quality professional development

Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, job-embedded

- (D)(5) Providing effective support to teachers and principals
- (ii) Measure effectiveness of professional development

## Sample Preliminary Scope of Work

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)	
C. Data Systems to Support Instruction			
(D)(2) Improving teacher and principal effectiveness based on performance:			
(i) Measure student growth			
(ii) Design and implement evaluation systems			
(iii) Conduct annual evaluations			
(iv)(a) Use evaluations to inform professional development			
(iv)(b) Use evaluations to inform compensation, promotion, and retention			
(iv)(c) Use evaluations to inform tenure and/or full certification			
(iv)(d) Use evaluations to inform removal			
(D)(3) Ensuring equitable distribution of effective teachers and principals:			
(i) High-poverty and/or high-minority schools			
(ii) Hard-to-staff subjects and specialty areas			
(D)(5) Providing effective support to teachers and principals:			
(i) Quality professional development			
(ii) Measure effectiveness of professional development			

(E)(1) Intervening in the lowest-performing schools and LEAs (State)

- (E)(2) Turning around the lowest-achieving schools (State and Districts)
  - (i) Identify the persistently lowest-achieving schools—Not be a large number of schools
  - (ii) Support districts in turning around these schools using one of 4 models

- Four models (Appendix X of the application)
  - a) Turnaround model
  - b) Restart model
  - c) School closure
  - d) Transformation model

#### **Turnaround Model**

- Replace the principal
- Rehire no more than 50% of the staff
- Operational flexibility(staffing, calendars/time, and budgeting) to implement fully comprehensive reform

#### Restart Model

- Convert a school
- Close or reopen it under a charter school operator, a charter management organization, or an education management organization
- Rigorous review process

#### School Closure Model

 Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving

#### **Transformation Model**

#### Implement each of the following strategies:

- Replace the principal
- Develop and increase teacher and school leader effectiveness
- Institute comprehensive instructional reform
- Increase learning time and create community- oriented schools
- Provide operational flexibility and sustained support

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)	
E. Turning Around the Lowest-Achieving Schools			
(E)(2) Turning around the			
lowest-achieving schools			

### Reporting Requirements

The USED expects that states will monitor and track all expenditures to ensure that participating LEAs spend these funds in accordance with the state's plan and the scope of the work described in the agreement between the state and the participating LEA.

### Reporting Requirements

- RTTT grants are ARRA funds
- Quarterly 1512 reporting
- Included in the Certified Annual Report (CAR).

The system is set up to do this and the process will be the same.

## **Funding**

Suppose Iowa receives \$160 million over four years

- Districts will divide \$20 million a year based on the Title I, A formula.
- The state will receive \$20 million a year for statewide activities.

#### **Timeline**

- Weeks of December 7, 14, 21: Convene representatives in the Advisory Group and a Work Group for each selection criterion
- Week of December 28: First draft application completed
- Week of January 4: Process finalized for districts to sign on; webinars and regional meetings provided

#### **Timeline**

- January 14: MOUs submitted
  - To be eligible to receive funding through the 50% of the Race to the Top funds that go directly to districts, MOUs must be submitted by 4:30 p.m.
  - Districts failing to sign a MOU also may not be eligible to receive funds under the 50% set-aside for the state's activities. (We anticipate the state will have some development projects that will only engage smaller numbers of districts.)

#### **Timeline**

 NOTE: If Iowa's grant is successful, districts will have up to 90 days after the award is made to develop final scope of work documents, which must contain detailed work plans that are consistent with the preliminary scope of work.

#### Questions

- Please submit questions now. Questions will be posted with your name. Questions will not be part of the webinar posted on our website for public viewing.
- After the Webinar, you may submit questions at <a href="http://www.surveymonkey.com/s/J3JQHPR">http://www.surveymonkey.com/s/J3JQHPR</a>.
   We will compile responses to the most frequently asked questions and post them on our website.